2024

CATALYST HORIZONS

BE THE STUDENT THEY REMEMBER.

Horizons is for curious, ambitious students who want to explore their interests and gain crucial skills in the process, leaving with a powerful calling card to future schools, universities, and employers.

FEB, JUL & AUG 2024
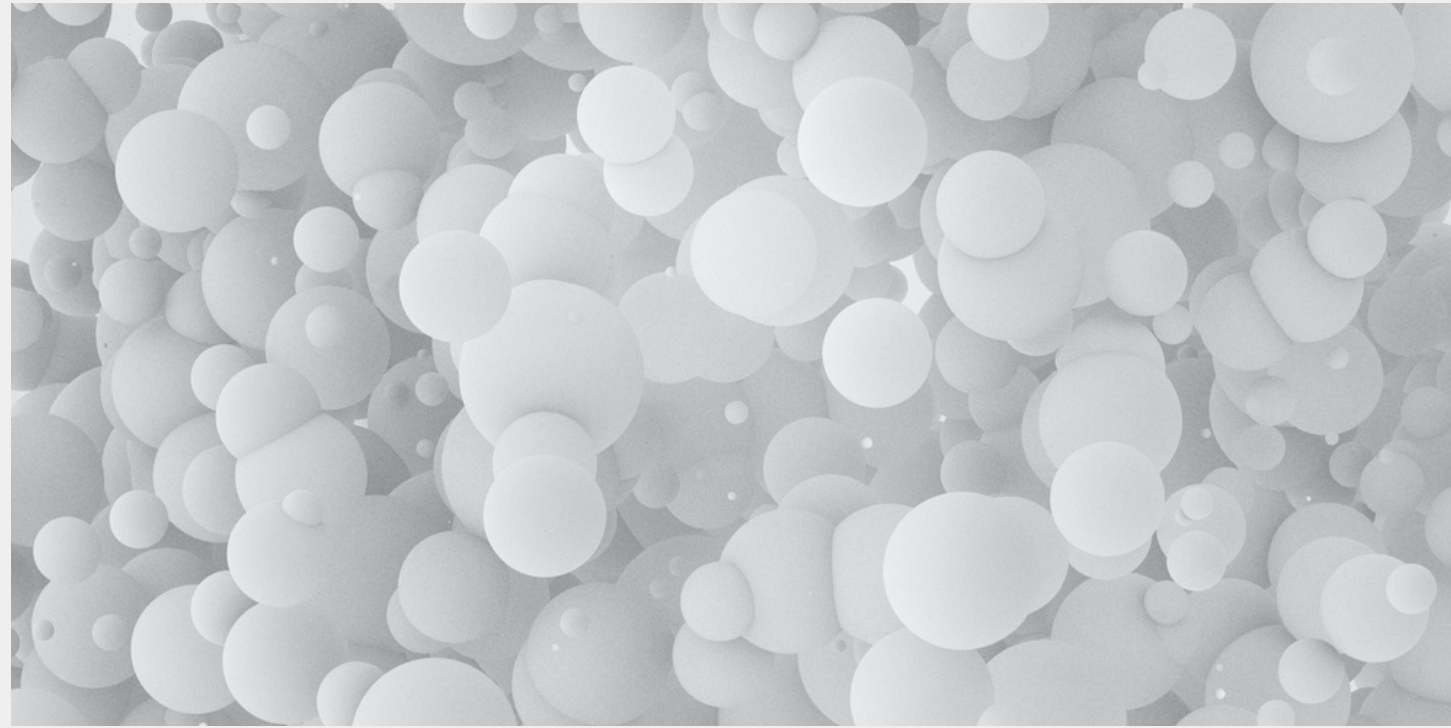
AGES 14-17

ANY STUDENT, ANYWHERE

WINCHESTER COLLEGE

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CONTACT:
CATALYST@wincoll.ac.uk

322

WE'VE RECEIVED 322 APPLICATIONS TO DATE FOR OUR FOUNDATIONS AND HORIZONS PROGRAMMES

10/10

"ALL IN ALL, 10/10"
- TABI, STUDENT, PAKISTAN
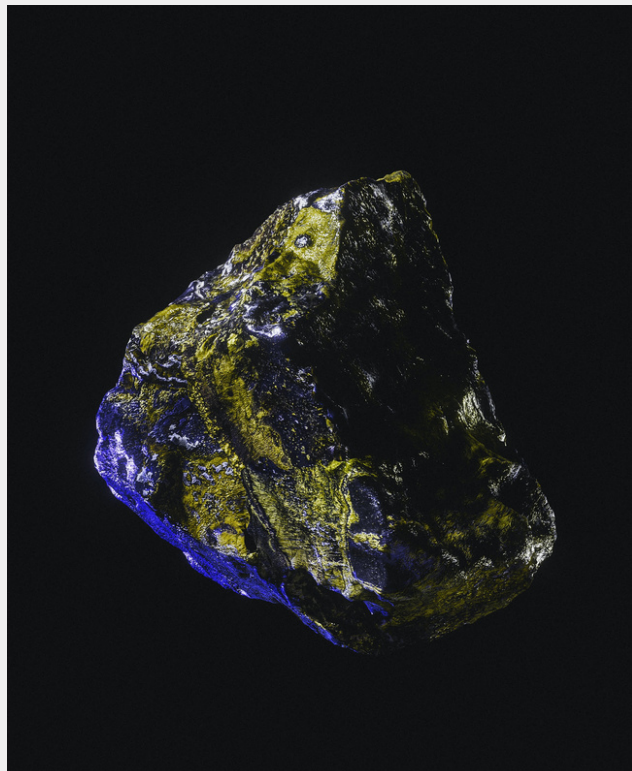
300+

WE'VE WORKED WITH OVER 300 STUDENTS ACROSS OUR PROGRAMMES AND OTHER EDUCATIONAL INITIATIVES

46

STUDENTS HAVE JOINED US FROM OVER 46 DIFFERENT COUNTRIES ACROSS 5 CONTINENTS

6:1

TEACHER-TO-STUDENT RATIO OF 6:1

ABOUT CATALYST

EDUCATION THAT KEEPS UP WITH THE WORLD

CATALYST, presented by Winchester College, offers online programmes to students aged 10-17 from all around the world. Scheduled at pivotal moments during the year, these one or two-week courses grant students a significant edge in both their educational journeys and personal growth.

At CATALYST, our mission is to cultivate adaptable and resilient minds who shine academically and possess the critical thinking skills to address complex challenges, making meaningful contributions to society.

"Never has there been a more important time for students to think across disciplines — to adapt and solve problems as the world around them changes."

**Clarissa Farr
(Former Head Mistress,
St Paul's Girls School)**

It's broadened her perspective and directly engaged her in some of the world's biggest topics. She seems like a stakeholder now - someone who is directly engaged with the biggest issues of our time, and has enough knowledge and ideas to feel like she can meaningfully contribute. She suddenly feels like a participant.

She was given a lot of input stimulation and ideas, but also a lot of space and license to be super creative and to get in there and develop a point of view.

I'm finding it much harder to win those discussions over the dinner table now because I'm being met, not just with a point of view, but one that's backed up with evidence and data.

- Mike, parent

WINCHESTER COLLEGE

Located in the historic heart of Winchester, UK, Winchester College has been a hub of academic excellence for over six centuries. Whilst rooted in tradition, the College champions progressive education, sparking a passion for lifelong learning.

Winchester College boasts a legacy of producing outstanding scholars, innovative thinkers, and influential leaders. Here, knowledge sparks curiosity, driving students to seek further understanding and intellectual expansion.

The College offers a comprehensive education experience. Students are both supported and pushed to excel by dedicated faculty, rigorous academic programmes, and a wide range of extracurriculars.

More than just academics, Winchester College instills values of responsibility, integrity, and empathy. It thrives as a diverse community, encouraging a broader understanding of the world and the role of education in shaping it. This blend of tradition and innovation sets the stage for the CATALYST programmes.

"The support he received was phenomenal. The contents of the programme were wonderful. It's giving him the confidence to say, 'well, actually, if I think there's an idea for change or to innovate something, I have the courage to do something with that.'"

Sonya (parent)

CATALYST HORIZONS

2024 PROGRAMME INFO

	February	July	August
Ages	14-17	14-17	14-17
Dates	12-16 February	01-12 July	29 July-09 August
Duration	5 days (Mon-Fri)	10 days (Mon-Fri)	10 days (Mon-Fri)
Fees	£1,750	Early bird: £2,500 (£2,800 thereafter)	Early bird: £2,500 (£2,800 thereafter)
Location	Online	Online	Online

FEES & FINANCING

FINANCIAL ASSISTANCE

CATALYST offers financial assistance in the form of partial or full fee discounts. This assistance is available on a case-by-case basis and can be requested during the online application.

We have limited financial aid spots at CATALYST, and we want to help those who will benefit most from the programme. So, if you're applying for assistance, we will need to ask you for some more information as part of the application process.

LEARN WITH A FRIEND

'Learn with a Friend' enables pairs of students to enroll together and both enjoy 15% off their fees. This could be a friend or a sibling, the choice is yours!

To Learn with a Friend, simply mention each other's names using the referral code "Learn with [Friend's Name]". If both students are accepted, you will automatically receive the discount.

Please keep in mind that if one applicant decides to drop out before paying, the discount will sadly disappear.

WHY CATALYST?

WHO IS HORIZONS FOR?

Horizons is ideal for curious and ambitious students deeply passionate about specific topics, which they can explore through the Change Project. It's also a perfect fit for those aiming to enhance their university applications. International students seeking the excellence of a prestigious Anglo-American education will find Horizons especially beneficial.

1 CHANGE PROJECTS

All Horizons students undertake Change Projects, individual projects centered on real-world issues they are passionate about, be it climate change, health, education, or other societal challenges.

Change Projects showcase a student's abilities in project management, problem-solving, critical thinking, self-motivation and discipline, creativity, communication, and resilience. They not only reflect a student's deep interest and expertise in a specific area, but also serve as a valuable asset for future educational and career opportunities, especially enhancing their prospects in competitive university applications in the UK and US.

2 SKILLS

In today's fast-paced, globalized world, soft skills set pupils apart. As technology reshapes the workplace, traits like creativity and emotional intelligence are more vital than ever. These skills don't just boost university and career prospects; they empower individuals to tackle societal issues and make a global impact.

At CATALYST, we focus on six fundamental skills, known as our Core Competencies. Every student obtains a thorough, personalised CATALYST Transcript evaluating their proficiency in these areas, accompanied by tailored recommendations for improvement post-programme.

3 THE BIG PICTURE

In a rapidly changing world, it's not enough to know facts; one must be equipped to dissect, analyze, and innovate — that's the promise of critical thinking. During the programme, pupils are encouraged to step back and think hard about the world around them. In doing so, many students will also step out of their comfort zone. At CATALYST, we think this is a good thing.

Embracing critical thinking isn't just about academic success; it's about taking charge of one's life, understanding the world's complexities, and being the change-makers of tomorrow.

PROGRAMME STRUCTURE

HOW DOES IT WORK?

Horizons is structured around three distinct lenses (modules) and a Change Project running concurrently.

Below is an indicative timetable for a one-week CATALYST programme. A two-week programme follows the same structure but spread over a second week, allowing for greater depth into each area.

Lens 1: Technology and Innovation
Lens 2: Philosophy and Ethics
Lens 3: Economics and Culture

TIME (UK)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.30–09.40	Welcome & team intros	Language and AI	Change Project drop-in	Reflective Walk* Must have chaperone accompaniment	Finalising Change Project
09.40–09.50	Short break	Short break	Short break	Short break	Short break
09.50–10.50	Workshop: Black Ball Technology	Roundtable Discussion + Ethical Charter Intro	Philosophy Scavenger Hunt	Moral Minecraft	Exhibition Practice rounds & speed gathering
10.50–11.00	Short break	Short break	Short break	Short break	Short break (end 10.45am)
11.00–12.00	Change Project introduction	Social session (mandatory)	Panel Talk	Roundtables/Consensus Building	10.45am: Exhibition* Parents & guardians encouraged to attend
12.00–12.45	Long break	Long break	Long break	Long break	Long break
12.45–13.45	Social/Change Project drop-in	Conundrums	Social/Change Project drop-in	Social/Change Project drop-in	Closing Ceremonies

OUR SIX KEY COMPETENCIES

By the end of the programme, pupils will be able to:

DEFEND A NARRATIVE

Defending a narrative is about crafting and conveying impactful arguments. It requires the ability to structure and deliver compelling stories tailored to a specific audience with an emphasis on precision, clarity, and persuasive intent.

COLLABORATE WITH EMPATHY

Collaborating with empathy is a skill that demands understanding and openness. It underlines the ability to empathise with diverse perspectives, engage in collaborative experimentation of new ideas, and the ability to learn from different contexts.

NEGOTIATE OUTCOMES

The ability to negotiate outcomes involves brokering resolutions while under pressure. This skill calls for clear articulation of viewpoints, maintaining composure during stressful situations, and demonstrating a willingness to compromise for the achievement of mutually beneficial outcomes.

COMMUNICATE EFFECTIVELY

To communicate effectively, one needs to articulate with purpose and precision. This skill encompasses the ability to express, share, and connect narratives, concepts, and insights thoughtfully with a diverse range of audiences.

USE DATA WITH CONFIDENCE

Using data with confidence is about confidently navigating the world of numbers. In the context of CATALYST, this signifies possessing a robust understanding and comfort in using methods for data collection and manipulation.

SOLVE PROBLEMS

Problem-solving is a skill that entails dissecting challenges and devising solutions. This skill underscores the capacity to think swiftly, utilise knowledge and data efficiently, and create effective solutions to complex challenges.

CATALYST EDUCATORS

THE POWER OF GREAT TEACHERS

Each CATALYST educator brings unique strengths and experiences, but all are united by their shared commitment to pioneering educational transformation. Together, along with the rest of the CATALYST team, they aim to inspire learners and help them develop the skills they need to thrive in a rapidly changing world.

JUSTIN PINNELLS (ACADEMIC DIRECTOR)

Justin, fluent in both English and German due to his bilingual upbringing in Germany, specializes in literature and linguistics. His in-depth knowledge allows him to effectively guide students to a high level of fluency. With a keen interest in technology, Justin incorporates modern technologies in his teaching at CATALYST to deliver innovative learning experiences.

DR BETH MACKINTOSH

Beth Mackintosh has built a notable career in philosophy, theology, and religious studies, starting with her PhD from Durham University. Currently serving as the Head of Philosophy and Theology at Winchester College, Beth is dedicated to making complex subjects approachable and comprehensible for her students.

REBECCA DOWBIGGIN

Rebecca Dowbiggin is a dedicated education consultant with a track record of guiding students in higher education worldwide. Her ongoing research at the University of Oxford on the psychology of learning equips her with advanced strategies to tailor her teaching. At CATALYST, she consistently ensures a personalised and effective learning approach for each student.

TEBOHO MABUKA

Teboho Mabuka, with a background in political science and economics, delivers a distinctive teaching approach by blending her academic knowledge with real-world leadership experience. Having started at the African Leadership Academy and served in the financial sector, Teboho is committed to developing future leaders at CATALYST.

EMMA GREENWOOD (MENTOR)

Emma Greenwood, a recognised youth voice in climate activism, offers invaluable insights from her experiences in local and national politics. Co-founding Youth Strike 4 Climate Manchester and her active role in public speaking make her a critical mentor at CATALYST. Through her guidance, she strives to shape students into proactive contributors to societal issues.

THE SYLLABUS

LENS #1 **TECHNOLOGY & INNOVATION**

Lens #1 challenges students to consider technology and innovation as a catalyst for societal change. Throughout history, society leaps forward at critical moments of innovation. The printing press revolutionised the spread of knowledge and information, and enabled the mass production of books, leading to increased literacy rates and the democratisation of knowledge.

The battery fundamentally changed how we light up the world by storing electrical energy and providing a portable and reliable source of power. It has gone on to accelerate the digitisation of society, facilitate the rise of mobile computing, and enable the transition toward a more sustainable future.

The personal computer was a key catalyst for societal evolution, allowing individuals to perform various tasks such as word processing, data analysis, communication, and multimedia consumption. PCs continue to shape society by fostering innovation, improving productivity, and connecting people worldwide.

But as with all change, technology and innovation can pose meaningful threat to society. Never has there been more tension — optimism and concern — than in the face of what appears to be a century-defining technological moment: the rise of Artificial Intelligence.

SAMPLE ACTIVTIES

During Lens #1 students will have the chance interact with AI technologies — from generating images through natural language prompts, to trying to identify deep fakes, to exploring AI-generated musical composition, and more.

Lens #1 closes with students undertaking the challenge of drafting an ethical charter to govern the use of Artificial Intelligence. Working in teams, students consider the impact of AI across myriad sectors including healthcare, geo-politics, education, and creative industries, among others, and draft operative clauses setting out how AI is to be adopted, monitored, and controlled. Final charters are presented by students, and each fields questions from a group of assessors.

> ❝ "It's had such a great impact. l definitely appreciate that the sheer quality of education on offer has been very impressive and lived up to my hopes."
>
> **Susan (parent)**

ESSENTIAL QUESTIONS

- How have technology and innovation catalysed societal change?
- What changes are we yet to confront as the pace and scale of innovation accelerates exponentially?
- What opportunities and threats do we as a global society face as we arrive at a technological threshold: Artificial Intelligence?
- What frameworks are needed for effective and ethical AI governance?

KEY LITERATURE

- Taking superintelligence seriously Superintelligence: Paths, dangers, strategies by Nick Bostrom
- Life 3.0: Being Human in the Age of Artificial Intelligence by Max Tegmark
- Alan Turing: The Enigma by Andrew Hodges

LENS #2

PHILOSOPHY & ETHICS

Lens #2 seeks to take the student on a powerful journey. It is exciting and crucial for young minds to explore and engage with the urgent rethinking of fundamental concepts like 'human', 'self', 'animal' and 'world' that are being imposed upon us as we journey deeper into the Anthropocene and into a Transhuman and Posthuman world.

Many students who join CATALYST are passionate about urgent global issues, and it can feel frustrating to speculatively discuss abstract metaphysical ideas whilst the world is literally burning. Lens #2 is designed to guide students to explore new forms of agency that can have immediate, urgent and practical significance to how we move way forward.

When providing us with accounts of community, philosophers have often put forward very specific qualifications for membership. To underscore the need to explore different accounts of moral communities, Lens #2 considers both traditional philosophy, the work of cultural and philosophical anthropology, reflections from indigenous communities, and scholars considering new frontiers of community — namely, sentience and Artificial Intelligence.

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"You will be challenged through debate, discussions, and tasks which push you out of your comfort zone to discover things you didn't know about yourself or that you didn't think were possible."

Michael (student)

KEY LITERATURE

- Environmental Culture by Val Plumwood
- This is Technology Ethics: An Introduction by Sven Nyholm and Steven D. Hales
- Environmental Philosophy by Simon P. James
- The Environmental Apocalypse: Interdisciplinary Reflections on the Climate Crisis by Jakub Kowalewski
- The Posthuman by Rosi Braidotti

ESSENTIAL QUESTIONS

- What is a person? Who is a person? Why is a person? Where is a person?
- Who or what is a person and can you extend personhood beyond carbon based life forms, to AI and the environment?
- What is a world? Where are you?
- What is it to talk of moral and political communities and how does AI and our environment fit into these conceptions? Who is included and, more crucially, who is left out?
- What do we owe each other, and how far do our obligations truly stretch?
- What should we value and why? How do we define value?

SAMPLE ACTIVITIES

Through a range of activities ranging from a 'philosothon' (an enquiry within a seminar type structure) to a 'philosophy walk' whereby students explore the natural environment, wherever that may be in the world, students have the chance to engage with philosophical enquiries and create their own line of arguments and positions.

Throughout Lens #2, students are challenged to articulate their own philosophical perspectives — arguments and counterarguments, committing opinions to an academic poster, which is an increasingly relied upon medium in secondary school.

LENS #3 — ECONOMICS & CULTURE

Lens 3 begins with an in-depth consideration of the "trolley problem", the infamous thought experiment used to debate the value of a human life and discuss what is the most ethical way to act if one person suddenly has the power to decide the life or death of many others.

Having identified and evaluated variants of the trolley problem that appear in real life and in popular culture, and having learned to differentiate deontological ethics from utilitarianism, Lens 3 guides students through the ultimate trolley problem as they are challenged with navigating the loss of planet Earth following a collision with a devastating meteor.

Lens 3 encourages students to explore global economics and world heritage, considering specifically the nuances of geographies and histories of difference. It calls upon students to consider and address some of today's most relevant ethical and philosophical questions. How do you measure a country's true worth? Why should we safeguard cultural heritage? How do we place value on a human civilisation?
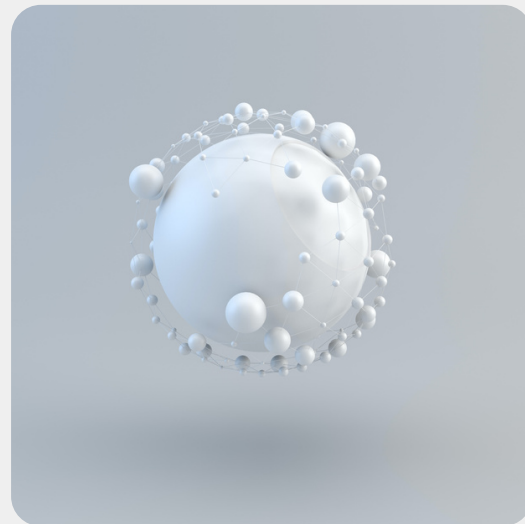
ESSENTIAL QUESTIONS

- Could there be a 'solution' to The Trolley Problem?
- Is it ever morally right to prioritise the needs of the few over the needs of the many?
- How do you measure a country's true worth?
- Which is the best indicator of economic development?
- What determines the well-being of a country and how do we measure it?
- Why should we safeguard cultural heritage?
- Can anyone 'own' cultural heritage, and how do we measure its value?
- What is it, today in 2023, that our society most inherently values?

SAMPLE ACTIVITIES

Students consider what GDP and other economic indicators tell us about the states of our nations. By comparing economic indicators and well-being across countries, students are encouraged to debate and discuss whether there is more to life than cold statistics.

They consider a growing argument against GDP: that it doesn't measure the wellbeing of a country and its people. Wellbeing, equality and inclusion are becoming key measures global sustainable development, and it is against this backdrop that students look to create their own 'well-being dashboards' to measure the state of our nations.

Students explore the value of heritage: as our legacy from the past, what we live with today, and what we pass on to future generations. The creation of a virtual "heritage gallery" promotes discussion and listening to others, resulting in re-affirmation of identity, whilst promoting mutual respect and respect for diversity.

It serves as a valuable bridge for bringing together young people in a situation in which they can learn together and from each other and which results in knowledge and appreciation for their local and world heritage.

KEY LITERATURE

- The Trolley Problem by Hallvard Lillehammer
- Why Nations Fail: The Origins of Power, Prosperity and Poverty by Daron Acemoglu & James A. Robinson
- The Wellbeing of Nations: Meaning, Motive, and Measurement by Paul Allin and David J. Hands
- 21 Lessons for the 21st Century by Yuval Noah Harari

STUDENT BENEFITS

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"The support he received was phenomenal. The contents of the programme were wonderful. It's giving him the confidence to say, 'well, actually, if I think there's an idea for change or to innovate something, I have the courage to do something with that.'"

Sonya (parent)

CHANGE PROJECTS IN ACTION ▶

SKILLS FOR SCHOOL AND UNIVERSITY

Horizons helps students sharpen essential academic and professional skills required for secondary school and university, focusing on negotiation, problem-solving, debate, critical thinking, and more.

EXPANDING KNOWLEDGE

The programme extends students' knowledge across various fields. It encourages learners to explore outside their regular studies, helping them understand a broader range of topics and concepts.

INTERNATIONAL COHORT

Become part of a vast global community. Students will gain access to a wealth of learning resources, have the opportunity to connect with experts from various fields, and build lasting relationships with peers from all over the world.

INDIVIDUAL CHANGE PROJECT

The Change Project offers students a chance to delve deep into a problem of their choice, allowing them to apply their learned skills to real-world issues. Through these projects, students not only contribute positively but also refine their problem-solving and project management skills.

GUEST SPEAKERS

Students at CATALYST will engage with a mix of seasoned educators and industry experts. Their practical insights significantly enrich the learning experience.

CATALYST TRANSCRIPT

Students will receive highly detailed and personalised feedback in the form of a CATALYST Transcript. Where merited, students may also receive a personal letter of recommendation from Winchester College.

CHANGE PROJECTS

Change Projects immerse students in real-world challenges, honing their problem-solving and project management skills. Each project is not only unique but also deeply personal. As students navigate through these hands-on experiences, they learn to dissect intricate issues, devise strategies, implement solutions, and evaluate results.

These projects not only make a mark in the world but also prime students for future endeavours. Change Projects provide evidence not just of a student's skills (project management, independent research, communication etc.) but demonstrate keen interest and mastery over a particular area.

PREVIOUS CHANGE PROJECTS:

- Enhancing performing arts education in Northern Ireland, focusing on dance.
- Developing a platform for learning conversational language nuances.
- Promoting traditional Chinese music among the youth.
- Creating a framework to foster adaptability in young people.
- Showcasing a town's history through recreated old photos.
- Proposing a 'right to repair' policy for electronics.
- Designing a sustainable, "bio-philic" city.
- Running an anti-e-cigarette campaign for UK teenagers.
- Raising awareness for post-COVID-19 literacy in Africa.
- Exploring harnessing lightning for sustainable energy.
- Starting a club for disabled youth in Philadelphia.

ASSESSMENT & FEEDBACK

CATALYST TRANSCRIPTS

Once the programme has been successfully completed, students are awarded a personal CATALYST Transcript. This document offers a comprehensive analysis of their proficiency in six critical skills, alongside personalised feedback on their individual Change Projects. The CATALYST Transcript distills insights and evaluations from the programme educators and mentors, neatly encapsulating the student's progress.

The transcript presents scores under three main categories, each designed to offer students a clear picture of their performance:

AREAS FOR GROWTH: Facets requiring further improvement.

EMERGING STRENGTHS: Abilities that are beginning to shine through.

ESTABLISHED COMPETENCIES: Skills that are already well-honed.

THE CATALYST TRANSCRIPT DOESN'T STOP AT PROVIDING FEEDBACK.

CATALYST Transcripts function as a blueprint for ongoing growth, providing insightful recommendations and steering students towards supplemental resources to polish their skills and refine their Change Projects even after the programme concludes.

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>
> The CATALYST Transcript is very thorough and thoughtfully written, I have to say. As a former secondary educator and now academic — and a parent! — I'm impressed with how incredibly detailed this feedback and mentoring was."
>
> Susan (parent)

SAMPLE TRANSCRIPT

ALUMNI
ALUMNI
ALUMNI
ALUMNI
ALUMNI
ALUMNI
ALUMNI
ALUMNI
ALUM

ONCE A CATALYST, ALWAYS A GAME-CHANGER.

The CATALYST alumni community represents far more than the culmination of the Foundations programme. Rather, it signifies a new chapter in a student's educational journey, filled with continual growth and enrichment. This is a testament to the belief that learning is a never-ending process, extending beyond the classroom and well into life's numerous pathways.

EXCLUSIVE EVENTS

Membership in the CATALYST alumni community comes with the privilege of attending exclusive events. These could range from networking gatherings and guest speaker sessions, to unique workshops and celebrations.

FURTHER DEVELOPMENT

Life at CATALYST is always about moving forward and expanding horizons. As alumni, the door to further knowledge and skills development remains wide open. From captivating workshops to enlightening courses that cater to a myriad of interests, every path is an invitation to explore, learn, and grow. We are here to nurture your child's talents and passions and help them bloom to their fullest potential.

PRIORITY ACCESS

Alumni are the first to know about our upcoming programmes, enjoying the privilege of guaranteed admission and the opportunity to continue their learning journey with us.

A GLOBAL NETWORK

At the heart of the CATALYST alumni community is the development and nurturing of a global network. This international connection of bright, motivated peers allows our alumni to learn from one another, share experiences, and grow together.

This network goes beyond borders, encouraging cultural exchange and broadening perspectives, preparing the students for an increasingly interconnected world.

> **The strength and beauty of CATALYST lie in its digital establishment, allowing us to tap into a wealth of knowledge, practices, and people. The programme provides a unique opportunity to understand change and explore its drivers, all at your fingertips, just one click away."**
>
> **JUSTIN PINNELS**
> **(CATALYST ACADEMIC DIRECTOR &**
> **HEAD OF LANGUAGES, WINCHESTER COLLEGE)**

CATALYST
IN ACTION
▶

THE YARD
THE YARD

A VIRTUAL CAMPUS FOR CURIOUS MINDS

The Yard is our virtual campus, where teaching and learning goes beyond message boards or one-sided lectures. Students can talk to each other, collaborate on projects, and learn in real-time.

Using their keyboards, students and educators can move freely around the space (or even use go-karts for trips across campus), with custom avatars that connect to each other's microphones and webcams upon close proximity.

We couldn't be further from Zoom school.

> **"** The technology, the interaction, being part of a global team, there were so many benefits of CATALYST that it's just been a wonderful enhancing experience for him."
>
> **Sonya (parent)**

WHERE YOU LIVE SHOULDN'T CONSTRAIN YOU

The physical world should not dictate which educational opportunities students can access, nor the networks they can build.

By leveraging cutting-edge technology, we can bring together global cohorts of students like never before.

Because education should be limitless.

FAQS

HOW TO APPLY

Each step of our admissions process is about getting to know applicants better. As students embark on this journey, it's important for them to take a deep breath, relax, and just be themselves. This is their moment to shine, to showcase their talents, and to communicate all about the things that drive and inspire them.

1

APPLY ONLINE VIA THIS LINK

The CATALYST online application is simple and intuitive. Applicants supply basic information and share their aspirations and how they believe CATALYST can support their goals. Every detail assists in understanding the applicant's passion for learning.

2

ATTEND A VIDEO INTERVIEW

After application review, applicants are invited to a video interview. This relaxed conversation helps understand the candidate better and confirm alignment with CATALYST's educational objectives. It's also a chance for applicants to ask about the programme. Authenticity is encouraged in these interactions.

3

SUBMIT ANY REQUIRED PAYMENT

The final application step is submitting any requested payment through a secure online system. Once processed, applicants officially become part of the CATALYST community.

ELIGIBILITY

Students must be between 14-17 years of age when the programme commences.

It is important to note that students will require access to a computer or laptop. Please note that mobile phones and tablets do not provide the optimal experience interactive elements of the programmes. A reliable internet connection is also a necessity to ensure smooth and uninterrupted participation.

IS THERE A LANGUAGE REQUIREMENT?

CATALYST programmes are taught in English. All students must therefore be native or fluent English speakers.

CAN I APPLY ON BEHALF OF MY CHILD?

Whilst parents can certainly assist with the initial application process, your child will need to personally attend the video interview as an integral part of their application to CATALYST.

WHAT ARE YOU LOOKING FOR IN APPLICANTS?

Applications to CATALYST are assessed on a holistic basis, taking into consideration the student's overall profile, which includes information provided in their application form as well as their performance in the interview. We're looking for evidence of a student's enthusiasm, their intellectual curiosity, and potential to contribute and thrive in the programme.

WHEN WILL I FIND OUT IF I HAVE BEEN ACCEPTED?

We strive to respond to all submitted online applications within seven working days. If your application is successful at this stage, we will then arrange a short online interview. This interview is a key part of the selection process and allows us to get to know applicants better.

Following this interview, we will inform you of our decision — whether you have been accepted into CATALYST or placed on a waitlist — within seven working days of the interview date.